

Professional Perspectives: Leading Safe, Caring, and Inclusive Schools

INSTRUCTOR OF RECORD

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COURSE DESCRIPTION

Using current literature in the area of safe, caring, and inclusive schools, this course will help learning leaders to reflect, apply, and collaboratively plan for a whole-school approach for safety and belonging that supports students' cognitive, social, emotional and physical growth and development. Participants in this field-led course will explore how school leaders build, communicate and nurture a shared vision for safe, caring and inclusive schools, within divisional and provincial frameworks, that reflects the needs of the community. This includes the way that leaders set direction, build relationships within the school and the wider community, and how they create collaborative teams, structures and processes that ensure that students' educational needs remain at the heart of all decision-making.

ATTENDANCE POLICY

Regular attendance is expected of all students. If you are absent for up to three hours of class time, you are responsible for acquiring materials distributed in the portion you missed from, and you may be asked to complete an extra assignment at the discretion of the instructor. If you miss more than three hours of class time, you may not receive course credit as deemed appropriate by the instructor. Medical absences in excess of three hours require a doctor's note.

COURSE DATES – VIRTUAL

**Sep 11, Oct 16, Nov 27, 2021 &
Jan 22, Feb 12, Mar 19, 2022**

9:00 – 12:00 pm – Synchronous (Zoom)

1:00 – 4:00 pm – Asynchronous

(Schoology)

INTENDED OUTCOMES

Throughout the course, the participants will reflect on and extend their knowledge of theory and practice in healthy and safe schools. Participants in this course will be able to:

- **Describe** key elements of safe, caring & inclusive schools;
- **Review** history and legislation related to safe, caring & inclusive schools in Manitoba;
- **Identify** current issues in creating and leading safe, caring & inclusive schools;
- **Assess** the conditions for safe, caring & inclusive schools in their current context;
- **Discuss** the leader's role in developing, sustaining and leading safe, caring & inclusive schools;
- **Articulate** how new learning and skills will impact their practice; and
- **Participate** meaningfully in a community of practice by connecting and sharing how prior experiences and new knowledge will impact their leadership knowledge and skills.

Registration, Payment, Letter of Permission and Refund Policy

Registration is not considered complete until receipt of payment and the approved Letter of Permission. You must apply for your Letter of Permission to your University. Verify required timelines as they may take 6 weeks to process. Deadline for cancellations is **September 1, 2021**. Cancellations after this date will **not** receive a refund of fees.

GUIDING PRINCIPLES

Relationships

safe • collegial • supportive
curious • respectful • humble

Relevancy

theory to practice • content *and* process
reflective practice • learning stance

Rigour

reflect • analyze • synthesize • challenge

REQUIRED TEXTS

N.B. Students choose one book only

- Goleman, D., Boyatzis, R. & McKee, A. (2013). *Primal leadership: Unleashing the power of emotional intelligence*.
- Maynard, N. (2019). *Hacking school discipline: 9 ways to create a culture of empathy and responsibility using restorative justice*.
- Osher, D. (2018). *Creating, safe, equitable, engaging schools: A comprehensive, evidence-based approach to supporting students*.
- Other required course readings will be provided through Schoology.

ASSESSMENT & EVALUATION

Balanced assessment is intended to measure knowledge/understanding, thinking/inquiry, communication, and application of the course content. Participants will be expected to demonstrate understanding of the course outcomes through:

- preparation and discussion of assigned readings;
- participation in class discussions/activities; and
- completion of course assignments.

The purpose of the formal assignments is to prompt students to reflect on learning, integrate new readings and knowledge, and articulate the implications for practice and future learning.

Students are expected to *consistently complete quality work*.

Students will be asked to revise and resubmit work that does not meet the assignment criteria.

The final course grade is Pass or Fail. Participants must satisfactorily meet all requirements for attendance, participation, and assignments in order to achieve a Pass.

All assignments should be in APA format. For a complete APA formatting and style guide, please refer to Owl Purdue Online Writing Lab:

<https://owl.english.purdue.edu/owl/resource/560/01/>

ACADEMIC INTEGRITY & MISCONDUCT

Plagiarism is taking credit for another's work. In an environment based upon academic integrity, plagiarism exemplifies unethical behavior. Students who plagiarize will automatically fail the class and the case will be referred to the Instructor of Record and the Faculty of Graduate Studies as per the university's policy. If you are unsure about what constitutes plagiarism or do not know how to adequately reference material, please ask for help and consult the newest edition of the American Psychological Association (APA) reference. Please refer to the University of Manitoba, Université de Saint-Boniface and Brandon University General Calendars for information about academic regulations and policies.

Course Schedule

TOPIC	OVERVIEW	ASSIGNMENTS
<p>Creating a Safe, Caring & Inclusive School Culture</p> <p>Saturday, Sep 11 9:00 – 12:00 pm Synchronous</p> <p>1:00 – 4:00 pm Asynchronous</p>	<ul style="list-style-type: none"> • Legal, historical, and ethical rationale for safe, caring & inclusive schools • Key elements of safe, caring, and inclusive schools • Philosophical beliefs & attitudes that foster an inclusive school culture • Emotional intelligence: why it matters 	<p>Complete prior to the class:</p> <ul style="list-style-type: none"> - Insights Discovery Preference Evaluator-15 minutes to complete (due Sep 4) - Entrance Slip (due Sep 4) - Select and purchase one of the 3 required books for your research and the Text Frame assignment (by Sep 4) - Sign into Schoology (link provided in advance of class)
<p>The Principal's Role in Safe, Caring & Inclusive Schools</p> <p>Saturday, Oct 16 9:00 – 12:00 pm Synchronous</p> <p>1:00 – 4:00 pm Asynchronous</p>	<ul style="list-style-type: none"> • The evolution of the school leader's role • The role of school leadership in inclusive education • A leadership framework for safe, caring, and inclusive schools • Leadership challenges & promising practices 	<p>Read/Review:</p> <ul style="list-style-type: none"> - MET Administrative Handbook for Schools https://www.edu.gov.mb.ca/k12/docs/policy/admin/school_admin.pdf <p><i>N.B. Additional readings will be assigned prior to the class</i></p> <p>Prepare prior to the class:</p> <ul style="list-style-type: none"> - 5 interview questions around your topic (due Oct 16) <p>Complete during the class:</p> <ul style="list-style-type: none"> - Interview 2 COSL Learning Leaders (Oct 16) <p>Complete following the class:</p> <p>Interview Reflection Assignment (due Nov 27)</p> <ul style="list-style-type: none"> - Readings in Schoology
<p>Leadership for Caring & Healthy Schools</p> <p>Saturday, Nov 27 9:00 – 12:00 pm Synchronous</p> <p>1:00 – 4:00 pm Asynchronous</p>	<ul style="list-style-type: none"> • Creating and leading a culture of care • The importance of self-care • Mindfulness and work life balance • Nutritional wellness • Compassion fatigue • Supporting mental health to thrive • Employee assistance 	<p>Complete following the class:</p> <ul style="list-style-type: none"> - Textframe assignment (due Jan 22) - Readings in Schoology

TOPIC	OVERVIEW	ASSIGNMENTS
Leadership for Safer Schools Saturday, Jan 22 9:00 – 12:00 pm Synchronous 1:00 – 4:00 pm Asynchronous	<ul style="list-style-type: none"> Psychologically safe & healthy workplaces Workplace health & safety Harassment reporting Violent incident reporting Divisional and school-wide codes of conduct/standards of behaviour Behaviour interventions: proactive and reactive Planning for positive and socially responsible behavior 	Complete during the class: <ul style="list-style-type: none"> Share the learning from your Textframe Assignment with peers Complete following the class: <ul style="list-style-type: none"> Challenges/Promising Practices Draft Paper (Draft due Feb 12 for feedback) Readings in Schoology
Leadership for Inclusive & Equitable Schools Saturday, Feb 12 9:00 – 12:00 pm Synchronous 1:00 – 4:00 pm Asynchronous	<ul style="list-style-type: none"> Equity essentials: providing access & success for all Equity dialogue: conversations of courage and conviction Current challenges and promising practices in creating inclusive and equitable schools 	Prepare prior to the class: <ul style="list-style-type: none"> Challenges/Promising Practices Draft Paper Complete during the class: <ul style="list-style-type: none"> Share your 'Challenges/Promising Practices Draft Paper' to seek further feedback from peers and the instructor Complete following the class: <ul style="list-style-type: none"> Poster Presentation (due Mar 19) Readings in Schoology
Leadership for Effective Collaboration Saturday, Mar 19 9:00 – 12:00 pm Synchronous 1:00 – 4:00 pm Asynchronous	<ul style="list-style-type: none"> Whole school approach for safety and belonging A wraparound approach for safety and belonging A systems approach for inclusive, appropriate educational programming Collaborative planning and problem-solving 	Complete prior to the class: Read/Review -MET Safe and Caring Schools: A Whole School Approach to Planning for Safety and Belonging Safe and Caring Schools Manitoba Education (gov.mb.ca) Complete during the class: <ul style="list-style-type: none"> Share Poster Presentation with peers Complete following the class: <ul style="list-style-type: none"> Challenges/Promising Practices Final Paper (due Mar 27) Course Authorization Form Course Evaluation Form

Course Assignments

PURPOSE	ASSIGNMENT #1 INTERVIEW & REFLECTION	DUE
To provide an opportunity to connect with and learn from school leaders across the province.	<p>Prepare and conduct an interview of two current school leaders around the topic of your research paper:</p> <ul style="list-style-type: none"> • For Oct 16: Prepare 5 questions around your topic • Oct 16: Interview 2 COSL Learning Leaders <p>Write a 1000-word reflection after the interview about what you learned including:</p> <ol style="list-style-type: none"> a) An overview of the responses to your questions b) What you learned during the interviews and how it connects to your research topic c) How you will incorporate this new learning into your practice 	Nov 27, 2021

PURPOSE	ASSIGNMENT #2 TEXTFRAME	DUE
To reflect on learning, integrate new readings and knowledge, and articulate the implications for your practice and future learning.	<p>Read one of the following books that connects to your research topic:</p> <ol style="list-style-type: none"> 1. Goleman, D., Boyatzis, R., & McKee, A. (2013). <i>Primal leadership: Unleashing the power of emotional intelligence</i>. Boston, MA: Harvard Business Review Press. 2. Maynard, N. (2019). <i>Hacking school discipline: 9 ways to create a culture of empathy and responsibility using restorative justice</i>. Highland Heights, OH: Times 10 Publications. 3. Osher, D. (2018). <i>Creating, safe, equitable, engaging schools: A comprehensive, evidence-based approach to supporting students</i>. Cambridge, MA: Harvard Education Press. <p>Complete the following:</p> <ol style="list-style-type: none"> a) Using the attached template, create a two-page Textframe of the main ideas and how they connect to your work or resonate with your beliefs. b) Write a two-page “Now What” paper about how the content applies to your current context, your learning journey, and your practice going forward. 	Jan 22, 2022

PURPOSE	ASSIGNMENT #3 RESEARCH PAPER: CHALLENGES AND PROMISING PRACTICES	DUE
<p>To reflect on learning, integrate new readings and knowledge, and articulate the implications for your practice and future learning.</p>	<p>Choose ONE of the following and research the current challenges and promising practices in the area of leading safe, caring and inclusive schools that are applicable to your current context:</p> <ul style="list-style-type: none"> • Fostering Healthy Relationships • Leading Social-Emotional Learning • Creating a Culture Where Diversity is Valued and Respected • Authentic Equity: Providing Access & Success for all • School-Based Mental Health Supports • School-Based Suicide Prevention and Intervention • Digital Citizenship & Cyber-Safety • Other (topic of your choice). <p>Write an 8-10 page paper including but not limited to:</p> <ul style="list-style-type: none"> • a minimum 8 credible sources cited in the text, (<i>Of the eight cited sources in your paper, two can come from course required readings/materials</i>); • Connections to 3 of the following: <ul style="list-style-type: none"> ○ Your divisional policy relative to the issue ○ Relevant and related Manitoba legislation ○ Connections to your school or divisional priorities ○ Community challenges ○ Personal strengths and areas for growth • Identification of promising practices in this area • An application of promising practices in your current context supported by the research 	<p>Mar 27, 2022</p> <p>(Please bring your draft to the course on Feb. 12 to share with peers.)</p>

PURPOSE	ASSIGNMENT #4 POSTER PRESENTATION	DUE
<p>To synthesize and consolidate new learning on the topic of leading safe, caring, and inclusive schools.</p>	<p>Create a poster in the form of a mind map or infographic that provides an overview of the key aspects of your research topic related to leading a safe, caring, and inclusive school.</p> <p>Posters will be shared with peers during the course on Mar 19, 2022.</p>	<p>Due Mar 19, 2022</p>